

CONCORSO PUBBLICO, PER ESAMI, FINALIZZATO ALLA COPERTURA DI N. 2 POSTI DI CATEGORIA D, POSIZIONE ECONOMICA D1, AREA TECNICA, TECNICO-SCIENTIFICA ED ELABORAZIONE DATI, PER LE ESIGENZE DEL CENTRO PER LA QUALITÀ DI ATENEO DELL'UNIVERSITÀ DEGLI STUDI DI NAPOLI FEDERICO II (COD. RIF. 1911), INDETTO CON DECRETO DEL DIRETTORE GENERALE N. 878 DEL 4.10.2019 E PUBBLICATO SULLA GAZZETTA UFFICIALE IV SERIE SPECIALE – CONCORSI ED ESAMI N. 83 DEL 18.10.2019.

QUESITI ESTRATTI ALLA PROVA ORALE DEL 16 GIUGNO 2020 SUDDIVISI PER SCHEDA SORTEGGIATA

1. La formazione dei giudizi della Commissione di Esperti per la Valutazione (CEV) sui punti di attenzione e sugli indicatori dei requisiti: i punteggi e i giudizi ad essi associati;
2. Illustrare il concetto di risk management nel sistema di qualità e le sue fasi applicative;
3. Si illustri con un esempio cosa si intende per carattere qualitativo ordinabile di una popolazione;
4. Utilizzando il programma MS Word, scrivere tre frasi e utilizzare il comando revisione per apportare delle modifiche;
5. Leggere e tradurre il testo in inglese contraddistinto dal n.13: *13. Complaints and appeals processes should be clearly defined as part of the design of external quality assurance processes and communicated to the institutions In order to safeguard the rights of the institutions and ensure fair decision-making, external quality assurance is operated in an open and accountable way. Nevertheless, there may be misapprehensions or instances of dissatisfaction about the process or formal outcomes. Institutions need to have access to processes that allow them to raise issues of concern with the agency the agencies, need to handle such issues in a professional way by means of a clearly defined process that is consistently applied, A complaints procedure allows an institution to state its dissatisfaction about the conduct of the process or those carrying it out. In an appeals procedure, the institution questions the formal outcomes of the process, where it can demonstrate that the outcome is not based on sound evidence, that criteria have not been correctly applied or that the processes have not been consistently implemented.*

1. L'accreditamento periodico delle sedi;
2. Cos'è un Sistema di Gestione per la Qualità e quali sono le fasi per la sua implementazione;
3. Si illustri con un esempio cosa s'intende per frequenza assoluta di un carattere rispetto ad un insieme di unità statistiche.
4. Data la tabella presente sul computer, utilizzando le funzioni e formule del foglio di calcolo excel, rispondere alla seguente domanda: Ordinare la tabella excel per statura e calcolare la statura media ;
5. Leggere e tradurre il testo in inglese contraddistinto dal n. 1:1. *ISO 9001 sets out the criteria for a quality management system and is the only standard in the family that can be certified to (although this is not a requirement). It can be used by any organization, large or small, regardless of its field of activity. In fact, there are over one million companies and organizations in over 170 countries certified to ISO 9001. This standard is based on a number of quality management principles including a strong customer focus, the motivation and implication of top management, the process approach and continual improvement. These principles are explained in more detail in ISO's quality management principles. Using ISO 9001 helps ensure that customers get consistent, good-quality products and services, which in turn brings many business benefits.*

1. I requisiti di qualità dei corsi di studio;
2. Si illustri il processo di certificazione;
3. Si illustri con un esempio cosa si intende per caratteristiche quantitative di una popolazione;
4. Utilizzando il programma MS Word, scrivere due frasi e dividerle in pagine differenti utilizzando l'apposito comando;
5. Leggere e tradurre il testo in inglese contraddistinto dal n.12: *12. Quality assurance in higher education is based on the institutions' responsibility for the quality of their programmes and other provision; therefore it is important that external quality assurance recognises and supports institutional responsibility for quality assurance. To ensure the link between internal and external quality assurance, external quality assurance includes consideration of the standards of Part 1. These may be addressed differently, depending on the type of external quality assurance. External quality assurance should be defined and designed specifically to ensure its fitness to achieve the aims and objectives set for it, while taking into account relevant regulations. Stakeholders should be involved in its design and continuous improvement. External quality assurance processes should be reliable, useful, pre-defined, implemented consistently and published. They include - a self-assessment or equivalent - an external assessment normally including a site visit; - a report resulting from the external assessment, a consistent follow-up.*

1. Le principali differenze tra il sistema A V A ed il sistema A V A 2.0;

2. La finalità di un sistema di auditing del Sistema Qualità;
3. Si illustri con un esempio quale concetto statistico è rappresentato con l'istogramma e per quale tipologia di carattere si utilizza;
4. Utilizzando il programma MS Word, scrivere tre frasi e utilizzare il comando commento per inserire delle osservazioni;
5. Leggere e tradurre il testo in inglese contraddistinto dal n.14: *14. The Higher Education Quality Assurance system has been introduced in Italy by Law n. 240/2010 and legislative Decree n.19/2012. Following this legislation, ANVUR has developed its own assessment criteria, methodologies and procedures to fulfil its tasks, in strict adherence to Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).The Italian Higher Education Quality Assurance system is called AVA (Autovalutazione, Valutazione periodica, Accreditemento - Self-assessment, Periodic Evaluation, Accreditation) and is operational since 201-3. AVA has been developed in order to pursue three main aims:To assure that the higher education institutions operating in Italy uniformly provide an appropriate quality of their services; To support the exercise by the Universities of responsible and reliable autonomy in the use of public resources and in collective and individual behavior related to education, research and knowledge and technological transfer activities; To improve the quality of education and research.*

1. La relazione della Commissione di Esperti per la Valutazione (CEV) e il rapporto ANVUR sull'accREDITAMENTO;
2. Qual è lo scopo del Manuale della Qualità e come è articolato;
3. Si illustri con un esempio cosa si intende per caratteristiche qualitative di una popolazione;
4. Utilizzando il programma MS Word, scrivere un titolo in maiuscoletto e grassetto, prevedendo anche un'intestazione e i numeri di pagina;
5. Leggere e tradurre il testo in inglese contraddistinto dal n. 10: *10. Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff. The teacher's role is essential in creating a high quality student experience and enabling the acquisition of knowledge, competences and skills. The diversifying student population and , stronger focus on learning outcomes require student-centred learning and teaching and the role of The teacher is, therefore, also changing (cf. Standard 1.3). Higher education institutions have primary responsibility for the quality of their staff and for providing them with a supportive environment that allows them to carry out their work effectively. Such an environment - sets up and follows clear, transparent and fair processes for staff recruitment and conditions of employment that recognise the importance of teaching; - offers opportunities for and promotes the professional development of teaching staff - encourages scholarly activity to strengthen the link between education and research, - encourages innovation in teaching methods and the use of new technologie*

1. I requisiti di accREDITAMENTO dei corsi di studio;
2. Si illustri il concetto di Leadership in relazione alla nonna ISO:9001;
3. Si illustri con un esempio cosa s'intende variabilità di una distribuzione;
4. Data la tabella presente sul computer, utilizzando le funzioni e formule del foglio di calcolo excel, rispondere alla seguente domanda: inserire una colonna con valori dicotomici dopo la colonna età che riporti 1 se l'età è uguale o superiore a 30, o altrimenti;
5. Leggere e tradurre il testo in inglese contraddistinto dal n.4: *4. The standard ISO 9001 itself is reasonably priced and can be purchased from the ISO member in your country or through the ISO Store. Getting certified to the standard - which is not compulsory - will incur extra cost that can vary according to the certification body you choose and where you are based (ISO does not perform certification). Some companies may also decide to use an external consultant. This is not strictly necessary, however, and a lot of helpful advice can be found in supporting publications available from ISO and its members. the standard can be used by any organization, including service providers such as hospitals, banks or universities. In fact, the most recent version of the standard was specifically designed to be more accessible to organizations outside the manufacturing sector.*

1. L'accREDITAMENTO iniziale dei corsi di studio;
2. Cos'è la ISO:9001 e quali sono le sue sezioni principali;
3. Si illustri con un esempio cosa s'intende per frequenza cumulata di un carattere rispetto ad un insieme di unità statistiche;
4. Data la tabella presente sul computer, utilizzando le funzioni e formule del foglio di calcolo excel, rispondere alla seguente domanda: ordina la tabella excel per residenza e calcolare il numero di unità che abitano al Nord;

5. Leggere e tradurre il testo in inglese contraddistinto dal n.2: *2. ISO 9001 is a standard that sets out the requirements for a quality management system. It helps businesses and organizations be more efficient and improve customer satisfaction. ISO 9001 can seem difficult at first but the concepts behind the standard are very simple. The seven quality management principles are a good place to start and will be of great help when it comes to defining your quality management system. In addition, a lot of supporting information is available from your ISO member, the group of experts responsible for the standard and the ISO Website. First published in 1987, ISO 9001 has been around for many years, but it is regularly updated to ensure that it remains relevant to today's business environment. In its latest version, ISO 9001:2015 incorporates elements such as a stronger focus on stakeholders and the wider context of an organization to fit the evolving needs of modern business.*

1. L'accreditamento periodico dei corsi di studio;
2. Si illustri il concetto di Contesto dell'organizzazione in relazione alla norma ISO:9001;
3. Si illustri con un esempio cosa s'intende per frequenza relativa di un carattere rispetto ad un insieme di unità statistiche;
4. Data la tabella presente sul computer, utilizzando le funzioni e formule del foglio di calcolo excel, rispondere alla seguente domanda: Ordinare la tabella excel per istruzione e calcolare il numero di unità con la laurea;
5. Leggere e tradurre il testo in inglese contraddistinto dal n.3: *3. The standard ISO 9001. is designed to be flexible enough for use by different types of organizations. For this reason, it does not specify what the objectives relating to "quality" or "meeting customer needs" should be. Instead, it requires organizations to define these objectives themselves and continually improve their processes in order to reach them. The standard can be used by any organization, regardless of size or type. While small companies may not have staff dedicated to quality, they can still enjoy the benefits of implementing the standard. Tips for small businesses can be found in the publication ISO 9001 for small businesses. What to do, available from your ISO member or through the ISO Store.*

1. Le visita di accreditamento delle CEV e la formulazione del giudizio;
2. Si illustri il concetto di Pianificazione in relazione alla norma ISO:9001;
3. Si illustri con un esempio cosa s'intende per media di una distribuzione;
4. Data la tabella presente sul computer, utilizzando le funzioni e formule del foglio di calcolo excel, rispondere alla seguente domanda: Costruire una tabella le cui righe sono i diversi caratteri qualitativi relativi alla colonna 'istruzione' e la colonna il numero di unità che presentano quel carattere qualitativo;
5. Leggere e tradurre il testo in inglese contraddistinto dal n.5: *5. ISO 9001 can help bring financial benefits in a number of ways: • Using ISO 9001. can increase productivity and efficiency, thus lowering the costs of an organization. • Using ISO 9001. can improve customer experience, resulting in repeat business, increased sales and additional income for your business. Getting certified to ISO 9001 can enhance your reputation, attracting new customers to your organization. The standard requires you to document a number of things but, actually, these are relatively limited. Its flexibility means that you will be able to find a way of using it that fits your organization without requiring unnecessary paperwork. Implementing a quality management system will help you, for example, in assessing the overall context of your organization to define who is affected by your work and what they expect from you. In addition, this will enable you to clearly state your objectives and identify new business opportunities.*

1. La Commissione di Esperti per la Valutazione (CEV): composizione, requisiti dei membri, compiti, ruoli ricoperti;
2. Dove il modello Plan-Do-Check-Act trova posto nei requisiti della norma ISO:9001;
3. Si illustri con un esempio cosa s'intende per percentile di una distribuzione;
4. Utilizzando il programma MS word scrivere tre titoli e costruire un indice;
5. Leggere e tradurre il testo in inglese contraddistinto dal n.8: *8. Higher education aims to fulfil multiple purposes: including preparing students for active citizenship, for their future careers (e.g. contributing to their employability), supporting their personal development, creating a broad advanced knowledge base and stimulating research and innovation.5 Therefore, stakeholders, who may prioritise different purposes, can view quality in higher education differently and quality assurance needs to take into account these different perspectives. Quality, whilst not easy to define, is mainly a result of the interaction between teachers, students and the institutional learning environment. Quality assurance should ensure a learning environment in which the content of programmes, learning opportunities and facilities are fit for purpose. At the heart of all quality assurance activities are the twin purposes of accountability and enhancement. Taken together, these create trust in the higher education institution's performance. A successfully implemented quality assurance system will provide information to assure the higher education institution and the public of the quality of the higher education Institution's activities (accountability) as well as provide advice and recommendations on how it might improve what it is doing (enhancement).*

1. I requisiti di qualità della ricerca e della terza missione;
2. Si illustrino i principi di gestione della qualità;
3. Si illustri con un esempio cosa s'intende per correlazione tra due variabili;
4. Utilizzando il programma MS Word, scrivere due frasi e dividerle in sezioni differenti;
5. Leggere e tradurre il testo in inglese contraddistinto dal n.11: *11. Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided. For a good higher education experience, institutions provide a range of resources to assist student learning. These vary from physical resources such as libraries, study facilities and IT infrastructure to human support in the form of tutors, counsellors and other advisers. The role of support services is of particular importance in facilitating the mobility of students within and across higher education systems. The needs of a diverse student population (such as mature, part-time, employed and international students as well as students with disabilities), and the shift towards student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources and student support. Support activities and facilities may be organised in a variety of ways depending on the institutional context. However, the internal quality assurance ensures that all resources are fit for purpose, accessible, and that students are informed about the services available to them. In delivering support services the role of support and administrative staff is crucial and therefore they need to be qualified and have opportunities to develop their competences.*

1. Le diverse fasi della visita della Commissione di Esperti per la Valutazione (CEV);
2. Quali sono le principali novità introdotte con le ISO 9001:2015;
3. Si illustri con un esempio cosa s'intende per quartile di una distribuzione;
4. Utilizzando il programma MS Word, impostare i margini del foglio ad un valore di 2 cm ed inserire un'immagine con il titolo in maiuscolo;
5. Leggere e tradurre il testo in inglese contraddistinto dal n.9: *9. Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders. Policies and processes are the main pillars of coherent institutional quality assurance system that forms a cycle for continuous improvement and contributes to the accountability of the institution. It supports the development of quality culture in which all internal stakeholders assume responsibility for quality and engage in quality assurance at all levels of the institution. In order to facilitate this, the policy has a formal status and is publicly available. Quality assurance policies are most effective when they reflect the relationship between research and teaching and take account of both the national context in which the institution operates, the institutional context and its strategic approach. Such a policy supports the organisation of the quality assurance system, - departments, schools, faculties and other organisational units as well as those of institutional leadership, individual staff members and students to take on their responsibilities in quality assurance, - academic integrity and freedom and is vigilant against academic fraud; - guarding against intolerance of any kind or discrimination against the students or staff - the involvement of external stakeholders in quality assurance.*

1. Gli indicatori relativi alle carriere, attrattività, internazionalizzazione, occupabilità dei laureati e corpo docente dei corsi di studio;
2. Si illustri il concetto di Valutazione delle prestazioni in relazione alla norma ISO:9001;
3. Si illustri con un esempio cosa s'intende per moda di una distribuzione;
4. Ordinare la tabella excel, in ordine decrescente, per età e calcolare la media;
5. Leggere e tradurre il testo in inglese contraddistinto dal n.6: *6. Broader access to higher education is an opportunity for higher education institutions to make use of increasingly diverse individual experiences. Responding to diversity and growing expectations for higher education requires a fundamental shift. In its provision, it requires a more student-centred approach to learning and teaching, embracing flexible learning paths and recognising competences gained outside formal curricula. Higher education institutions themselves also become more diverse in their missions, mode of educational provision and cooperation, including growth of internationalisation, digital learning and new forms of delivery.² The role of quality assurance is crucial in supporting higher education systems and institutions in responding to these changes while ensuring the qualifications achieved by students and their experience of higher education remain at the forefront of institutional missions.*

1. I requisiti per l'accreditamento della sede;
2. Si illustri il concetto di Miglioramento in relazione alla norma ISO:9001;
3. Si illustri con un esempio cosa s'intende per mediana di una distribuzione;
4. Costruire una tabella le cui righe sono i diversi caratteri quantitativi e la colonna la media;
5. Leggere e tradurre il testo in inglese contraddistinto dal n.7: *7. A key goal of the standards and Guidelines for Quality Assurance in the European Higher Education Area (E5G) is to contribute to the common understanding of quality assurance for learning and teaching across borders and among all stakeholders.3 They have played and will continue to play an important role in the development of national and institutional quality assurance systems across the European Higher Education Area (EHEA) and cross-border cooperation. Engagement with quality assurance processes, particularly the external ones, allows European higher education systems to demonstrate quality and increase transparency, thus helping to build mutual trust and better recognition of their qualifications, programmes4 and other provision. The E5G are used by institutions and quality assurance agencies as a reference document for internal and external quality assurance systems in higher education. Moreover, they are used by the European Quality Assurance Register (EOAR), which is responsible for the register of quality assurance agencies that comply with the E5G.*

Il Dirigente della Ripartizione Risorse Umane Personale
Contrattualizzato e Trattamento pensionistico
F.to Dott.ssa Gabriella FORMICA